

Meet the Year Group Team		
Head of Year	Class Teachers	PTP Support
Theresa James	Theresa James	Bethany Ellis
	Sophie Gill	Louise Powell
		Chloe Lee

Summer Term

Growing' and 'Splash!'

This curriculum overview gives you an insight into what your child will be learning during the Summer Term as well as ways you can support your child's learning at home. If you would like further information about the learning your child will be doing, or about the methods or strategies we use to teach, please feel free to come and talk to us.

<u>Personal, Social and Emotional</u>	<p>The children will explore their relationships with family and friends and will begin to learn that everybody is different and unique but should be treated with the same kindness and respect. We will also talk about what is fair and unfair. We will continue to talk about our school values and how they make us better learners and better people. Towards the end of the year, we will start working on an effective transition for your children, we will talk about moving on and how some things will still be the same and some things will be different in Year One.</p> <p>In our RE sessions, we will be talking about things that are special to us- which will then link to special things to Christianity and in other religions. We will also be speaking about belonging, this links to belonging to a religion and also to belonging to a class and to a school or a team. We will do a lot of work on this as it will then lead into the transition from Year R to Year 1. It shows the children that we all belong to the school and although they are moving classes, they are still with us, in the same school group. We will endeavour to help the children's understanding and how to cope with this move emotionally- it is a very tricky time.</p>
<u>Communication and language.</u>	<p>This term we will be working with your child to develop their communication, language and literacy skills in the following areas:-</p> <p>Speaking and Listening – The children will continue to have many opportunities to listen to each other and take turns to speak. They will be encouraged to include more detail for their listeners and be able to change how they speak to different people. We are looking for children to be able to use past, present and future words correctly. For example: '<u>I was</u> at the park/ <u>We were</u> at the park'. 'On the weekend, I <u>wrote</u> with my sister' (not "writted").</p>
<u>Literacy.</u>	<p>Writing – Adults will continue to model writing daily. Children will continue to use their phonic knowledge to write simple words and to make phonetically plausible attempts at more adventurous words. We will be expecting some children to attempt small stories and more lengthy texts. We will also expect tricky words to be spelt correctly in their writing. (We will be encouraging the use of full stops and capital letters- although this is not counted towards their end of year result).</p> <p>Reading – Children will be given the opportunity to: respond to stories and rhymes; identify and read words using all the phonemes we have learnt; learn to read more high frequency words on sight and continue to develop their reading and comprehension skills in small guided reading groups. We will be looking for fluency and understanding of more difficult and lengthy texts.</p>
<u>Mathematics</u>	<p>There will continue to be daily opportunities to count, recognise numerals, and learn the order of numerals to 20. This will be supplemented with: practical addition and subtraction; problem solving including halving,</p>

	doubling, grouping and sharing; counting in twos; recognising coins and using money in role play situations; learning the names of common 2D and 3D shapes; making simple estimates and predictions and using appropriate mathematical language. We will be looking at how children work things out and experiment, rather than just doing what we have shown them.
<u>Understanding the World</u>	Children will be looking at the similarities and differences between people, particularly in relation to families and homes; exploring the needs of animals and themselves and seeing the life cycle of a caterpillar in action. They will also be given opportunities to develop their IT skills through the use of programmable toys, computers, and Learn Pads.
<u>Physical Development</u>	Handwriting – Our expectation this term is that the children will continue to practise their letter formation ensuring they use the appropriate pencil grip. We expect them to go up to Year One writing their whole name and forming most letters correctly, both lower case and capitals. Children will not achieve their Early Learning Goal for Physical Development if their writing is not up to scratch- this is to do with their fine motor skills. Any children who lack competency in this area will have fine-motor interventions to establish better control this term. The children will continue to improve and develop their bat and ball skills. They will explore a variety of balls used in different sports and develop their throwing, catching and dribbling skills. In gymnastics, the children will develop the skills of curling, stretching and travelling, through floor and apparatus work. In dance, the children will move in different ways to represent different animals, feelings and music types.
<u>Expressive Arts and Design</u>	The children will further develop all the skills they have learnt this year: drawing, sketching, painting, collage, textiles, joining and fixing. The children will explore the properties of clay. In Music, the children will be learning how to keep the beat and copy rhythm patterns. They will also be revisiting nursery rhymes and playing instruments to go with the song. They will be improvising using their voices and other instruments and even performing what they have made up and learnt. The children have the opportunity to use what they know about expressive arts, music and media through: games; singing; playing instruments, improvising, composing, language of music and performances.
Year R PE days are:	Hedgehogs: Friday morning and Tuesday afternoon. Ladybirds: Friday morning and Monday afternoon.
Homework Routines	We give ideas for home and homework through the newsletter every week, we do this when we see fit and when it enables the children to embed their learning at home. There will be work in their book bags when they have either started something at school and need to finish or if we have noticed gaps in their learning. These will not always be the same pieces of homework as the others in the class, we try to tailor these to your children's needs. There are no explicit homework routines in Year R.